



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2010-2011:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2011-2012 NCLB Report Card

School: Jay High School

SAU: Jay School Department

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Maine Teacher Quality Data

# 2011-2012 NCLB Report Card



**School:** Jay High School  
**SAU:** Jay School Department  
**Grade:** High School



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	56	54	96	44	44	47	4	41	31	24	54	0	
	2010-2011	71	69	97	38	38	50	3	35	42	20	69	0	0
Female	2009-2010	28	28	100	43	43	49	7	36	32	25			
	2010-2011	35	34	97	47	47	54	6	41	44	9			
Male	2009-2010	28	26	93	46	46	46	<1	46	31	23			
	2010-2011	36	35	97	29	29	46	<1	29	40	31			
Caucasian/White	2009-2010	54	52	96	46	46	48	4	42	31	23			
	2010-2011	67	65	97	37	37	51	3	34	43	20			
African American/Black	2009-2010	1	1	100			28							
	2010-2011	1	1	100			23							
Hispanic	2009-2010	0	0				42							
	2010-2011	2	2	100			45							
Asian or Pacific Islander	2009-2010	1	1	100			41							
	2010-2011	0	0				51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	0	0				35							
Economically Disadvantaged	2009-2010	22	20	91	35	35	31	<1	35	30	35			
	2010-2011	24	23	96	17	17	34	<1	17	52	30			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	6	5	83			16							
	2010-2011	4	4	100			17							
Limited English Proficient	2009-2010	1	1	100			13							
	2010-2011	0	0				9							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

# 2011-2012 NCLB Report Card



**School:** Jay High School  
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**Grade:** High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	56	54	96	35	35	45	2	33	39	26	54	0
	2010-2011	71	69	97	33	33	49	4	29	36	30	69	0
Female	2009-2010	28	28	100	36	36	43	4	32	32	32		
	2010-2011	35	34	97	32	32	47	9	24	41	26		
Male	2009-2010	28	26	93	35	35	47	<1	35	46	19		
	2010-2011	36	35	97	34	34	51	<1	34	31	34		
Caucasian/White	2009-2010	54	52	96	37	37	46	2	35	40	23		
	2010-2011	67	65	97	32	32	50	5	28	37	31		
African American/Black	2009-2010	1	1	100			22						
	2010-2011	1	1	100			21						
Hispanic	2009-2010	0	0				40						
	2010-2011	2	2	100			36						
Asian or Pacific Islander	2009-2010	1	1	100			51						
	2010-2011	0	0				62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	0	0				32						
Economically Disadvantaged	2009-2010	22	20	91	10	10	28	<1	10	55	35		
	2010-2011	24	23	96	13	13	31	<1	13	35	52		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	6	5	83			14						
	2010-2011	4	4	100			15						
Limited English Proficient	2009-2010	1	1	100			16						
	2010-2011	0	0				17						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

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# 2011-2012 NCLB Report Card



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**Grade:** High School



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Group	Science Assessment Data																										
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students															
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment														
All Students																											
	2010-2011	71	71	100	42	42	44	4	38	28	30	71	0														
Female																											
	2010-2011	35	35	100	34	34	40	6	29	37	29																
Male																											
	2010-2011	36	36	100	50	50	48	3	47	19	31																
Caucasian/White																											
	2010-2011	67	67	100	40	40	45	4	36	28	31																
African American/Black																											
	2010-2011	1	1	100			19																				
Hispanic																											
	2010-2011	2	2	100			37																				
Asian or Pacific Islander																											
	2010-2011	0	0				49																				
American Indian or Native Alaskan																											
	2010-2011	0	0				26																				
Economically Disadvantaged																											
	2010-2011	24	24	100	38	38	29	<1	38	8	54																
Migrant																											
	2010-2011	0	0																								
Students with Disabilities																											
	2010-2011	4	4	100			14																				
Limited English Proficient																											
	2010-2011	0	0				10																				

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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# 2011-2012 NCLB Report Card



**School:** Jay High School  
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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	99	96	42	42	49	99	99	96	35	35	47	90	90	83
Caucasian/White	98	98	96	42	42	50	98	98	96	35	35	48	90	90	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	0	0	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	0	0	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	0	0	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	0	0	67
Economically Disadvantaged	*	*	94	27	27	33	*	*	94	12	12	30	83	83	71
Students with Disabilities	*	*	91	*	*	17	*	*	91	*	*	15	100	100	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	0	0	80

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

# 2011-2012 NCLB Report Card

## Maine Teacher Quality Data



**School:** Jay High School  
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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	5	3	7	0	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0.89

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.